

**California State Legislature
Assembly**

SELECT COMMITTEE ON URBAN EDUCATION

Members of the Select Committee

Joe Coto (Chair, D-San Jose), **Robert Huff** (Vice Chair, R-Diamond Bar),
Judy Chu (D-Monterey Park), **Hector DeLaTorre** (D-South Gate),
Mervyn Dymally (D-Compton), **Bonnie Garcia** (R-Cathedral City),
Cindy Montañez (D-San Fernando), **Alberto Torrico** (D-Newark),
Van Tran (R-Westminster)

**Hearings on Best Practices in Urban Education
10 am to 12:30 pm, Thursday, November 3, 2005
UCLA, James West Alumni Center Conference Room
(South Entrance, Parking Structure 6)**

Goals of the Select Committee

The goals of the Select Committee include:

- To hear about data driven, substantiated ‘best practices’ programs serving students daily in California’s urban schools
- To publish an annotated list of these programs, along with contact information, and make them widely available throughout the State
- To consider potential legislation to facilitate replication of verified best practices, and
- To search out business interest in formulating public/private partnerships to capitalize on best practices in California’s schools

Hearing Schedule

November 3, UCLA

<u>Time</u>	<u>Program</u>	<u>Description</u>	<u>Presenter</u>	<u>Phone</u>	<u>Email</u>
10 AM	UCLA	Welcome	Keith Parker Asst. Vice Chancellor Govt & Comm. Relations	310.94.6811	ksparker@support.ucla.edu
10 AM	PICO	Parent-Teach	Roberta Furger Home Visit Project	510.336.7099	roberta@picocalifornia.org
10:15	College Track	Tutor Program	Nicole Taylor	510.835.1770	nicole@collegetrack.org
10:30	Calif. Charter Schools Assoc.	Best Practices in Urban Areas	Caprice Young (CEO)	213.244.1446	capricey@charterassociation.org
10:45	USC	Teacher Education	Joel Colbert	213.740.6985	jcolbert@usc.edu
11:00	Intern Program	Best Practices	Mary Lewis	916.446.6641	mary.lewis@lausd.net
11:15	America's Choice	School Wide Reform	Vera Vignes	213.617.8377	vvignes@americaschoice.org
11:30	Break				
11:45	CSBA	Urban Education	Jo Ann Yee	916.669.3306	jyee@csba.org
12:00	Special Ed	Best Practices	Belinda Karge	714.278.3760	bkarge@fullerton.edu
12:15	Career Ladder Program	Best Practices	Steven Brandick	916.446.6641	steven.brandick@lausd
12:30	UCLA	Best Practices	Megan Loef Franke	310.794.6822	mfranke@ucla.edu
12:45	Select Comm.	Thank You/ Next Steps	Mr. Coto/Members	916.319.202	arlan.welch@asm.ca.gov

Keith Parker (Assistant Vice Chancellor, Governmental & Community Relations, UCLA)

Keith S. Parker is currently serving as the Assistant Vice Chancellor - Government & Community Relations at UCLA. He has been in this position since November 1998, with responsibilities for managing UCLA's interface with elected officials at the local, state and federal levels of government. Government & Community Relations is responsible for 15 members of Congress, 36 members of the California Legislature and 20 members of the Los Angeles City Council and Board of Supervisors. Additionally, Government & Community Relations is responsible for building positive relationships with community leaders and organizations throughout Greater Los Angeles, as a part of Chancellor Albert Carnesale's campus initiative entitled "UCLA in LA." The Government and Community Relations division is the link between the campus and community and between the University and Government. The office seeks to strengthen support for UCLA, the University of California, and public higher education. Mr. Parker has been at UCLA since 1981, having served in a number of positions. He was a senior consultant in the Staff Affirmative Action Office from 1982-1993 when he was appointed as the campus Staff Affirmative Action Officer. In this role, Keith was responsible for campus affirmative action compliance, the resolution of complaints of discrimination in the workplace and the provision of training programs to help the organization effectively manage a diverse workplace. In 1995, he took on additional responsibilities as the Executive Officer for the Administrative Services division of the campus. This was a division that was composed of Staff Affirmative Action, Campus Human Resources, the UCLA Police Department, Environment, Health & Safety, Facilities Management, Communications Technology Services, Administrative Information Systems and Academic Technology Services. As the Administrative Services Executive Officer, Keith was responsible for the division's strategic planning process and the coordination of various inter divisional programmatic initiatives related to staff development, customer service and performance management. Prior to coming to UCLA, Keith worked at the Minnesota Department of Education in the area of staff development training and was formerly an Instructor in the Afro-American Studies Department at the University of Minnesota. Keith is a graduate of Indiana University.

Roberta Furger (PICO, Parent-Teach Home Visit Project)

In 1998, Sacramento Area Congregations Together, a PICO CA affiliate, brought parents and teachers together to investigate how they could improve communication between home and school. They believed that if parents and teachers had better relationships and worked together as co-educators, children would do better in school. The solution they developed ultimately became the first large-scale parent engagement strategy based on teachers visiting their students' homes. The Parent-Teacher Home Visit Project is based on a simple idea. Teachers receive training from their peers and from parents in how to successfully visit homes and build relationships of trust with parents. Teachers who visit homes find that it helps them connect with students in the classroom and makes it easier to deal with behavior problems. Parents learn more about what their children are expected to learn and what they need to do to support them. Home visit training and practice provide the opportunity to challenge assumptions about the role of teachers and parent, break down barriers, and insure accountability for student success. The relationships formed between participants are mutually respectful, empowering, ongoing, and insure accountability. The results speak for themselves. Schools that have adopted home visiting have seen markedly improved communication between parents and teachers, more parent involvement in school activities,

reductions in discipline problems, and increases in attendance rates. Evaluations by professors at Sacramento State University have found that schools that have participated in home visiting for several years are beginning to see achievement gains over comparable schools. The Home Visit model developed in Sacramento was the basis the Nell-Soto Home Visit legislation. Passed in 1999, SB and AB 33 provided funding for expansion of the Parent/Teacher Home Visit Project to more than 600 schools. In 2003-2004, the Home Visit Project trained over 1,015 educators from over 130 different school communities in cities across the United States. Since August 2005, 840 educators and parent advisors from Sacramento, Oakland, and Rio Linda school districts have participated in home visit training, using a combination of grants, Title 1 money, and site funds.

Contact: Roberta Furger, Project Manager, PICO
510.336.7099, roberta@picocalifornia.org

Nicole Taylor (College Track)

College Track helps students who have the motivation but lack the resources and support to attain higher education and achieve their academic and personal potential. We help our students succeed in getting through high school, into college, and to college graduation. We provide the tools and opportunities they need to realize their dreams: academic support; extracurricular, community service, and internship opportunities; and help in choosing colleges and applying for admission and financial aid. The vast majority—99%—of those we have served since our founding in 1997 are students of color, and many are English language learners. Currently, we work with more than 300 students at our East Palo Alto and Oakland centers as well as at the Lionel Wilson College Preparatory Academy, a public charter school in Oakland. College Track has a proven record of success: All 130 students (100%) who have completed our program have graduated from high school and been admitted to college. In 2005, we had our largest class to date—43 new high school graduates—and celebrated with our first college graduates, who earned bachelor's degrees at UC Berkeley and UC Santa Cruz.

Contact: Nicole Taylor, Director
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Nicole@collegetrack.org

Caprice Young (California Charter Schools Association)

Caprice Young, CEO/President of the California Charter Schools Association, is a former President of the Los Angeles School Board and a former Deputy Mayor for the City of Los Angeles. At Thursday's hearing she will discuss how some charter schools use their flexibility, strong community partnerships and parental involvement to increase student achievement and provide much needed services to communities in urban environments. She will use specific examples that include the academic achievement of students at Downtown College Prep in San Jose and the Watts Learning Center in Los Angeles as well as a strong example of community partnerships through Camino Nuevo's three charter schools in the Los Angeles area.

Contact: Caprice Young, CEO, California Charter Schools Association
213.244.1446, capricey@charterassociation.org

Joel Colbert (USC Teacher Education Programs)

Title: Excellence in Urban Education from Pre-service through Inservice at USC.

The Rossier School of Education at USC offers two innovative programs that address the professional growth needs of educators at the pre-service and inservice levels. At the pre-service level, we offer a combined Preliminary Teaching Credential-Master of Arts in Teaching degree. This is an intensive 14-month program for teacher candidates at the multiple subject and single subject (science or music) levels. Once fully credentialed, teachers are eligible to participate in the Francis Collea Teacher Achievement Award Program, which provides teams of teachers with opportunities to design their own professional growth program that directly applies to their classrooms. While the MAT program is only in its second year, data collection about the success of the first cohort is under way. Eighty percent of first round graduates got teaching jobs in urban schools. We have embarked upon a qualitative and quantitative research agenda to assess the impact of the program on the teacher participants and on student learning.

Contact: Joel A. Colbert, Ed.D., Director of Undergraduate and Teacher Education Programs
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Mary Lewis (LAUSD Intern Program)

The District Intern Program was authorized in California through SB813 in response to the nationwide educational reform movement of the 1980's. The program was one component of the Educational Reform Act of 1983, which authorized California school districts to take a major role in the preparation of teachers. It has been in operation since 1984 and has successfully trained approximately 8000 fully certified teachers. Since the enactment of SB2042, the District Intern Program has been a three-year program that includes Preparation and BTSA Induction. Successful participants earn a Preliminary Credential and a Professional Clear Credential in the following areas: Multiple Subject, Multiple Subject with a BCLAD Emphasis, Single Subject in Mathematics, English, and Science. There is also the Early Completion Option available for qualified Multiple Subject and Single Subject participants in Preparation and BTSA Induction. The Special Education participants earn the Education Specialist Credential Mild/Moderate Levels I and II, K-12.

Contact : Mary H. Lewis, Administrator, Alternative Certification and Teacher Support
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323-932-2055, mary.lewis@lausd.net

Vera Vignes (America's Choice)

The America's Choice School Design is one of the nation's leading comprehensive K-12 standards-based school reform programs. Over 500 schools in 15 states have implemented this proven, research-based program since its inception. Schools, districts and states that have implemented the design value its comprehensiveness, the power of its instructional program, the quality of professional development and technical assistance they receive, and the extensive support that is provided to low-performing students and schools.

America's Choice partners with school systems to build success no matter where they start. America's Choice is a subsidiary of the National Center on Education and the Economy (NCEE). America's Choice is a national leader in partnering with states, districts and

schools to meet the challenges of No Child Left Behind by enabling systematic school improvement.

Contact: Very Vignes, Director, Pacific Region, America's Choice
Kathy Lesley, Senior Associate, America's Choice
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Jo Ann Yee (California School Board Association)

Of the six million students enrolled in California's public schools, nearly a quarter of them are concentrated in the ten "mega-urban" districts in the state (enrollment of 50,000+). Nearly half of California's students are concentrated in these "mega-urbans" and another 100 or so school districts located in our state's urban regions. These districts represent less than 15 percent of all school districts but serve [50 percent of all public school students](#) and a disproportionate percentage of children who are poor, belong to minority racial and ethnic groups, have parents who are immigrants, are English Language Learners, and/or are enrolled in special education programs. These proportions are found nationally as well. The sheer numbers of students and the magnitude of the challenges in urban districts are often the drivers of federal and state public policies which, in the end, affect all school districts. There is intense interest in finding "what works." National case studies of effective urban districts have identified common conditions and strategies that improve student achievement. Key lessons: These districts implemented coherent and comprehensive changes; did not just "look good" on paper; and were able to drive the reforms into the classroom. Other research emphasize the imbedded nature of families and schools in their communities and point to a need for school districts, city and county governments, business and community organizations to develop the civic capacity for long term, continuous, and sustainable school improvement.

Contact: Jo Ann Yee, Director, Urban Education and Outreach, CSBA
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Belinda Karge (CSU Fullerton Special Education Program) (Dr. Barbara Gleaser)

Drs. Karge and Glaeser will provide data from five schools in Southern California where best practices in General Education and Special Education Collaboration are occurring. The resulting school-wide reform has transformed these schools and results are improved scores for *all* students, including those with disabilities and at-risk for failure. The University-School partnerships have allowed for teacher coaching and enhanced the data collection and school-wide evaluation. Best practices for teachers and schools who wish to replicate this model will be presented.

Contact: Professors Belinda Karge and Barbara Glaeser
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Steven Brandick (LAUSD Career Ladder Program)

The mission of the Los Angeles Unified School District (LAUSD) Career Ladder Office is to develop community members into highly qualified teachers. Many residents of the same areas of the city where there is the greatest need for teachers would like to become teachers, but need support and encouragement. These potential teachers are 89% minority. The long-term recruitment strategy is to generate interest in the profession among high school students and members of the community, identify likely candidates, place them in a wide variety of educational programs, support them through their education with jobs as paraeducators and financial assistance, monitor their progress, and then hire them as teachers when they are highly qualified. High school students are attracted to the profession by studying in teacher career academies. Adult participants are attracted through the Paraeducator Career Ladder. This strategy has been highly successful. In the past ten years, over 3,000 individuals have become LAUSD teachers as a result of the support provided by the Career Ladder Office. These teachers are 89% minority and have a five-year retention rate of 86%.

Contact: Steven Brandick, Director
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Dr. Meagan Loef Franke Associate Professor, UCLA School of Graduate Education and Information Studies and Director of Center X)

Dr. Megan Loef Franke is an Associate Professor in the Department of Education at the University of California, Los Angeles and Director of Center X: Where Research and Practice Intersect for Urban School Professionals. Her work focuses on understanding and supporting teacher learning through professional development. She recently completed a large-scale experimental study where she worked with 120 urban elementary school teachers as they work to integrate algebraic thinking into their practice.

As a part of Center X's ongoing partnership with a local low performing urban district, we worked with the district to engage elementary school teachers (grades 1-5) in professional development focused on extending arithmetic to engage students in algebraic reasoning. The algebraic reasoning work focused on understanding the equal sign, relational thinking, the use of variables and generalization. The professional development involved 19 elementary schools, 180 teachers, and 3735 students. The professional development focused on understanding the development of students' algebraic thinking and was designed as ongoing, school based and connected to teachers' practice. The teachers worked together within their schools to make sense of algebraic reasoning in their classrooms. Through an experimental study, we found positive effects for both teachers and students.

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PRESS RELEASE

FOR IMMEDIATE RELEASE *Contact: Mike Welch*
October 31, 2005 916.319.2023

**Assembly Select Committee on Urban Education
Holds Best Practices Hearing at UCLA**

The public and the media are invited to attend a Hearing of the **Assembly Select Committee on Urban Education** on **November 3rd from 10am to 12:30pm at UCLA** (James West Alumni Center Conference Room) to learn about successful urban education programs from schools and educational organizations.

Ten short presentations will be made by working practitioners highlighting effective programs and demonstrating supporting data. Critical areas such as: tutoring, charter schools, alternative approaches, college readiness, parent education and teacher training will be discussed. Each presenter will provide a description of his/her program, an examination of supporting data and respond to questions from Legislators.

Ultimately the committee will use the findings to propose legislation that would enable other schools throughout the state to replicate the best practices identified. The State has a great challenge ensuring that **all** students experience success and meet the nation's highest educational standards. Students must graduate possessing the knowledge and skills to enable California to continue as a world economic and technological power. California's public schools must ensure that all students are successful, regardless of race, language, ethnicity or gender. Sharing best practices can help provide success for more students.

The following members have been appointed by the Speaker of the Assembly to the Select Committee on Urban Education: Joe Coto (D-San Jose, Chair), Bob Huff (R-Diamond Bar, Vice Chair), Judy Chu (D-Monterey Park), Hector DeLaTorre (D-South Gate), Mervyn Dymally (D-Compton), Bonnie Garcia (R-Cathedral City), Cindy Montañez (D-San Fernando), Alberto Torrico (D-Newark), Van Tran (R-Westminster). Any questions about the hearing can be directed to Mike Welch in Assemblymember Coto's Capitol office (916.319.2023, arlan.welch@asm.ca)

UCLA

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36/MR PARKING LOT

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▨ BLDG. CONSTRUCTION PROJECTS

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